

KYAE Common Core Standards

Unpacking Chart for Standards (6th Grade)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/ Levels of Thinking	6 Sample Activity
RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite	Textual evidence (explicit and inferences)	Text	Understand	Provide access to the <i>KY Hunting and Trapping Guide</i> . Paper copies are available or the online version can be accessed at http://fw.ky.gov/navigation.aspx?cid=775&navpath=C743C814 There are many questions that could be asked about deer hunting. For example, ask students to check when they could go hunting in their county. They will have to check for the zone in which they would be hunting. They will have to determine if they are using a muzzleloader, a modern gun or a bow.
RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	Determine Determine Provide	Central idea How the central idea is conveyed through details Summary	Text	Understand	Advertisements for new medicines are available in magazines and newspapers. Provide one of these ads and ask the students to read to determine who might benefit from the use of the medicine and what benefits are expected. Ask what they might say to their doctor about why they might want to use the medicine.

RI6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	Analyze	How a key individual, event, or idea is introduced, illustrated, and elaborated (examples or anecdotes)	Text	Analyze	<p>Provide an article about how to choose a new small appliance. This might be a new drill, chainsaw, flat iron or coffeemaker. Ask the students to read the article and determine if this appliance would meet their needs.</p> <p>http://voices.yahoo.com/how-choose-best-power-drill-33130.html?cat=6</p> <p>http://www.ehow.com/how_2309427_choose-your-chainsaw.html</p> <p>http://www.ehow.com/how_2019582_choose-flat-iron.html</p> <p>http://ezinearticles.com/?Choosing-A-Coffee-Maker---Tips-On-Finding-The-Right-Features&id=63840</p> <p>Other appliances or other articles can be found by conducting a Google search.</p>
RI6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical	Determine	Meaning of words and phrases	Text	Understand	<p>Present the following scenario: Your employer has instituted a new vacation policy. You have been asked to read it and sign a statement saying that you understand it. Read this policy. Ask, "Do you have any questions about the policy?" "Do you have any questions about the words used?" Ask questions to determine if the students understand words like accrued, allotments, and minimum. A sample policy can be found by conducting a Google search of sample vacation policy. One</p>

meanings.					<p>such sample was found at</p> <p>http://www.inc.com/tools/2000/12/21517.html</p>
RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	Analyze	<p>Structure</p> <p>(how a sentence, paragraph, chapter or section fits and contributes to the development of ideas)</p>	Text	Analyze	<p>Present the following scenario: Your child will need to sign up to attend school this year. You were sent this document for what to do to get him enrolled. Ask the students to read the document and determine how the ideas fit together to give all the information needed.</p> <p>A sample document was found at</p> <p>http://www.bullittschools.org/wp/departments/support-services/student-services/enrollment/</p> <p>(Check with your county school for enrollment information.)</p>
RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	<p>Determine</p> <p>Explain</p>	<p>Author's point of view or purpose</p> <p>How point of view or purpose is conveyed</p>	Text	Understand	<p>Provide a book (or movie or play) review. These can be found in the newspaper or online. Ask the students to read the review and determine what the author thought of the book and how he conveyed that to the reader.</p>
RI.6.7 Integrate information presented in	Integrate	Information	Text and different media or	Analyze	<p>Provide all the information you can find about a recent football, basketball or baseball game. For instance, provide an article written about the game as well as the stats and box</p>

different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.			formats		scores found. Ask the students to review all the information. Ask, "From all the information I have given you, what more can you tell me about this game than just who won and who lost?" The students may be able to tell you how long the game lasted, provide statistics about each player's performance in the game, and who the team's next opponent will be.
RI6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.	Trace and evaluate	Arguments and specific claims	Text	Evaluate	<p>As consumers we are constantly being bombarded with advertising for products. Present the students with advertisements promoting one product over another and ask them to evaluate the argument and claims being made. For example, Coke vs. Pepsi, Pizza Hut vs. Domino's, Kroger vs. Wal-Mart.</p> <p>You can find examples of this kind of information by conducting a Google search.</p> <p>http://cokevspepsi.net/</p> <p>http://voices.yahoo.com/ordering-pizza-hut-vs-dominos-slice-slice-comparison-859793.html?cat=22</p>
RI6.9 Compare and contrast one author's presentation of events with that of another (e.g., a	Compare and contrast	Authors' presentations of events	Two texts	Analyze	Provide two articles that provide different views of the same event. For example, how does the Louisville Courier-Journal's write-up about the Louisville vs. UK game compare to the one found in the Lexington Herald-Leader? Or Cubs vs. Reds? Or one county school vs. another county school?

memoir written by and a biography on the same person).					
RI.6.10 Read and comprehend literary nonfiction of appropriate complexity for Level 4 proficiently.	Read and comprehend	Literary nonfiction	Literary nonfiction	Understand	<p>Provide an article from a Web site that would be of interest to the students. Perhaps something from www.skinnytaste.com or www.espn.com</p> <p>Ask the students to read and discuss the article with you.</p>

KYAE Common Core Standards

Unpacking Chart for Standards (7th Grade)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/ Levels of Thinking	6 Sample Activity
RI7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Cite	Textual evidence	Text	Understand	<p>Present the following scenario: Your baby (or grandchild) seems to have colic. The baby just won't stop crying and you are not sure what to do. You found this article on the Internet. Read it and determine what you should do to quiet this baby. What will you try?</p> <p>Articles can be found by conducting a Google search for "how to quiet colic baby." Some examples:</p> <p>http://www.ehow.com/how_2060273_hold-colicky-baby.html</p> <p>http://ezinearticles.com/?Symptoms-Of-Colic-In-Babies-And-How-To-Quiet-The-Crying&id=6004721</p>

RI7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	Determine Analyze Provide	2 or more central ideas Development of central ideas Summary	Text	Analyze	<p>Present the following scenario: You are considering sending your child (or your grandchild or niece/nephew) to summer camp this year. You are not sure about how to choose a camp. Read the following article and make a decision. Consider how the author develops his viewpoint. What are the most important things to consider? What do you think? Will you send your child?</p> <p>Examples of articles to use:</p> <p>http://www.summercamp.org/guidance/pamphlet.html</p> <p>http://shine.yahoo.com/team-mom/choose-best-summer-camp-child-130100322.html</p>
RI7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	Analyze	Interactions between individuals, events, and ideas	Text	Analyze	<p>A speaker is coming to the community, library, or the school. Perhaps the governor or the first lady of Kentucky is planning to visit the community. The students will have an opportunity to attend the event/speech. Provide biographical information on the speaker. Ask the students to read the information and determine how the events of the person's life have shaped his life.</p>
RI7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning	Determine	Meaning of words and phrases Impact of	Text	Analyze	<p>Present the following scenario: You want to obtain a permit/license to carry a gun. You must complete an application for a concealed carry license. Information for this can be found at</p> <p>http://www.kentuckystatepolice.org/conceal.htm</p> <p>Ask the students to read the information and determine if</p>

and tone.	Analyze	word choice			they understand it. Are all words and phrases understood? What about the words <i>adjudicated</i> , <i>cohabitated</i> , <i>cumulative</i> ? Are there some words in the qualifications document that concern you or make you unsure if you are qualified?
RI7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.	Analyze	Structure (used to organize a text)	Text	Analyze	<p>Present the following scenario: You are thinking about a job change and have been told that Enterprise Rent-a-Car is a good company to work for with a good chance of advancement. You access their Web site to read more about the company. http://www.erac.com/our-company/default.aspx</p> <p>Consider the way the information is presented. What are the major sections of this document? How does each of those sections contribute to the meaning of the overall document? What are your thoughts on joining this company on the basis of what you have read?</p>
RI7.6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	<p>Determine</p> <p>Analyze</p>	<p>Author's point of view or purpose</p> <p>Author's position</p>	Text	Analyze	<p>Present the following scenario: Your children want to get a turtle for a pet. You are not sure about this; you think you have heard something about the dangers of this so you do a search for information. You found the following article:</p> <p>http://www.cdc.gov/healthypets/spotlight_an_turtles.htm</p> <p>What was the point of view presented? Did this make sense to you? How did this article compare to what you have heard?</p>

					What do you decide to do after reading this article?
RI7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	Compare and contrast	Portrayal of a subject	Text and the audio, video, or multimedia version of the text	Analyze	<p>Present the following scenario: Your car needs an oil change. You think you could save money if you did it yourself, but you are not sure about how to do it. You find the following Web site with the steps to take and a video on how to do the oil change as well. Read the steps and watch the video. Think about how the two provide the information you need. Can you do the oil change yourself?</p> <p>http://www.ehow.com/video_11_change-motor-oil.html</p>
RI7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	Trace and evaluate	Argument and claims	Text	Evaluate	<p>Present the following scenario: You have heard advertisements on the radio and seen signs promoting the flu shot. You are not sure whether to get one or no. Read the information provided in this article, and consider the points made to determine if you should get one.</p> <p>Two possible articles were found:</p> <p>http://www.healthcentral.com/rheumatoid-arthritis/c/72218/144067/shot/</p> <p>http://www.webmd.com/vaccines/should-i-get-a-flu-shot</p>

					Conduct a Google search for “whether to get flu shot” if these are not suitable for your students.
RI7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	Analyze	Presentation of key information	Two or more texts on the same topic	Analyze	<p>Present the following scenario: You want to sell your car. You want to get the best price you can and are not sure how to go about it. Read the following articles. How do the writers present the information? Which of the articles is the most helpful to you? Why?</p> <p>http://www.digi-go.biz/sell-my-car.html</p> <p>http://www.samarins.com/sale/index.html</p> <p>Other articles can be found by conducting a Google search.</p>
RI7.10 Read and comprehend literary nonfiction of appropriate complexity for Level 4 proficiently.	Read and comprehend	Literary nonfiction	Literary nonfiction	Understand	<p>You are going to a concert in a few weeks. You would like more information on the background of the performer. Do a Google search to find background/biographical information on the performer.</p> <p>(This can be tailored to meet the needs of your class. Perhaps there is a concert coming to your area soon or perhaps there is a performer that many in the class are interested in knowing more about.)</p>

Unpacking Chart for Standards (8th Grade)

1 Standards	2 Skills Included in Standard	3 Concepts Included in Standard	4 Through a Particular Context	5 Cognitive Demand/ Levels of Thinking	6 Sample Activity
RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.	Cite	Textual evidence (for explicit analysis and inferences)	Text	Understand	<p>Present an article about diabetes. For example, here is an article that could be used.</p> <p>http://www.marshalladulthoodeducation.org/rs/hc/l8hc/Diabetes_Level_8.0.pdf</p> <p>Ask the students to read the article. Use the questions provided to determine if the students can cite portions of the text that provide the answers to literal questions and if they can cite evidence to support the inferences they have drawn from their reading.</p>
RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.	<p>Determine</p> <p>Analyze</p> <p>Provide</p>	<p>Central idea</p> <p>Development of central idea</p> <p>Summary</p>	Text	Analyze	<p>Present the following article about secondhand smoke.</p> <p>http://www.marshalladulthoodeducation.org/rs/hc/l8hc/Secondhand_Smoke_Level_8.0.pdf</p> <p>Ask the students to read the article and determine its central idea. Ask the students how the writer developed the article....how is this article organized? Ask the students what they would say to a student that was absent about this article they read today. (Provide a summary.)</p>

R18.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	Evaluate	Advantages and disadvantages	Print or digital text, video, multimedia presentations of a topic or idea	Evaluate	To introduce this skill, present a grocery ad circular and an online grocery ad. Discuss the similarities and differences. Talk about the advantages of one over the other. Are there any disadvantages to either? Ask which the students prefer.
R18.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	Delineate and evaluate Recognize	Argument and claims Irrelevant evidence	Text	Evaluate	<p>Present the following scenario: You want to buy a new car, but you have heard that it is not a smart decision—that you would be better off buying a used car. The idea of a brand new car is really exciting. Should you buy a new – not used – one? Ask students to read the following article and consider the claims that the writer makes. Ask the students to list the claims or arguments. Did the writer provide arguments that were not relevant? What will you do? Buy a new or a used car?</p> <p>Possible articles to use:</p> <p>http://www.evecars.com/used-car-guide.aspx?NA=222389&EL=3177655</p> <p>http://www.allbusiness.com/personal-finance/automobiles/2495-1.html</p>
R18.9 Analyze a case in which two or	Analyze	Conflicting information	Two or more texts on	Analyze	Present the following scenario: Your best friend loves chocolate pie. You want to make one for her for her birthday. You are not sure how to make one so you search the Internet for a recipe. Oh, no, now you have a

more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.	Identify	Where texts disagree	the same topic		<p>problem. You found two recipes; they both sound good and easy to make. However, there are differences in the recipes. Look at the differences. Which one should you make?</p> <p>Examples: http://www.foodnetwork.com/recipes/chocolate-chiffon-pie-recipe/index.html</p> <p>http://allrecipes.com/recipe/mels-best-ever-chocolate-pie/detail.aspx</p>
RI8.10 Read and comprehend literary nonfiction of appropriate complexity for Level 4 independently and proficiently.	Read and comprehend	Literary nonfiction	Literary nonfiction text	Understand	<p>Provide issues of current magazines of interest to the students. Examples: <i>Popular Mechanics</i>, <i>Better Homes & Gardens</i>, <i>Good Housekeeping</i>, <i>Sports Illustrated</i>. Engage the students in conversation about the articles they read to determine their comprehension.</p>